

**WORKSHOP TOPIC LIST**  
**"IT'S OUR TIME TO SHINE"**  
**YOUTH ADVOCACY AND EMPOWERMENT CONFERENCE**  
**November 9, 2013**  
**Cincinnati State Technical & Community College**

The Youth Commission of Cincinnati Youth Summit is unique in that it is entirely youth driven; it is being planned and will be co-led by our young people. It will include a wide variety of programming options, and we anticipate a large youth turnout.

The following list of workshop topics was created entirely by the student members of the Summit Planning Committee. Each workshop will be led by a volunteer adult facilitator, who will be assisted by a student co-facilitator who has gone through facilitation training.

Successful workshops should be structured to be informative, but also highly interactive and fun for the participants. They should serve to empower the students and, as applicable, provide them with opportunities for future engagement and learning.

**EDUCATION, LITERACY, AND COLLEGE READINESS**

- 1. College Preparation (high school):** This workshop should include information about college preparation (including financial aid), as well as how to create a realistic college budget. Facilitators should also discuss options for affordable college tours, such as Minority Recruit Online. ACT/SAT preparation and GED information should also be included.
- 2. Know Your Interests (7<sup>th</sup>/8<sup>th</sup> grade):** Help younger students identify the subjects and issues they are most passionate about. This session should help build students' self-esteem and confidence in their current abilities, and help them identify career paths and career options to explore.
- 3. Leadership/Academic Development (separate sessions for 7<sup>th</sup>/8<sup>th</sup> grade and high school):** This workshop should help students create an individual learning plan and develop their educational and extracurricular interests. It should teach time management skills and other skills necessary to ensure educational success.

**POVERTY AND HOMELESSNESS**

- 4. Poverty/Homelessness "Real Life" Experience:** This workshop should be an interactive experience of living in homelessness and extreme poverty. Facilitators

should use role playing exercises to teach students about the day-to-day struggles of living with limited means.

5. **“It Happened to Me”:** Presenters should discuss their own personal experience living in homelessness and poverty. Young facilitators/speakers preferred to allow students to more closely relate to the experience. Facilitators should allow time for students to engage with speakers and ask questions.
6. **Community Service Opportunities:** Provide students information about community service opportunities to alleviate poverty and homelessness. The workshop could include a community service activity during the summit with continuing volunteer opportunities in the future.

#### EMPLOYMENT

7. **Employability Skills:** This workshop should teach students how to draft a resume and reference letter, as well as provide guidance on interview skills. Students could participate in exercises to draft their own resume or role-play job interviews.
8. **“On the Job” Behavior:** Facilitators should use skits and role playing exercises to teach students appropriate “on the job” behavior. This should cover topics such as maintaining separate personal and professional lives, appropriate use of social media, and proper workplace etiquette and dress.

#### HEALTH

9. **Healthy Relationships (separate sessions for 7<sup>th</sup>/8<sup>th</sup> grade and high school):** These workshops should be separated into age-appropriate groupings. Key topics will include how to maintain healthy relationships, as well as a discussion of sex education and LGBT issues.
10. **Emotional Health and Wellbeing (separate sessions as applicable):** The workshop should address signs and symptoms of mental health issues, including identifying coping mechanisms and how to get help if a student or his friends are going through a difficult time.
11. **Healthy Lifestyles:** This session (or sessions) should be highly interactive and include tips and demonstrations to maintain a healthy lifestyle. Workshops could include a cooking demonstration with local chefs (including providing handouts with easy and healthy recipes) or fitness sessions (zumba, yoga, wii fit, etc.).

### **SPEAK OUT SESSIONS**

The final session of the summit will be in a larger group format, and will provide the opportunity for students to “speak out” on a specific set of issues. During the Speak Out students and adults will get a designated amount of time (ex., 2 minutes) to speak their minds on the topics listed below. Community leaders (e.g., representatives from the City Administration/Council, Cincinnati Public Schools, nonprofits, etc.) will be present to hear youth concerns and address issues raised during the session. Facilitators should introduce the topic and lead the “speak outs.” Facilitators should also ensure a respectful tone is maintained throughout the session. “Speak Out” topics are listed below:

**12. Student Speak Out (separate sessions for 7<sup>th</sup>/8<sup>th</sup> grade and high school):**

Facilitators should be prepared to lead a discussion on the topics listed below. Students will be separated by grade to ensure an age-appropriate discussion:

- a. Responsible Use of Social Media
- b. Bullying/Cyber Bullying
- c. Conflict Resolution/Avoidance

**13. Parent Speak Out (parents of participating students):** All parents of students attending the summit will be invited to participate in their own “speak out” at the end of the day. Facilitators will lead a discussion on parents’ views and concerns about issues relating to their child’s overall development, and/or their views on the broader topics covered in the summit (education, literacy, and college readiness; poverty and homelessness; employment; and health).